



HKIS Strategy for 1:1 Learning

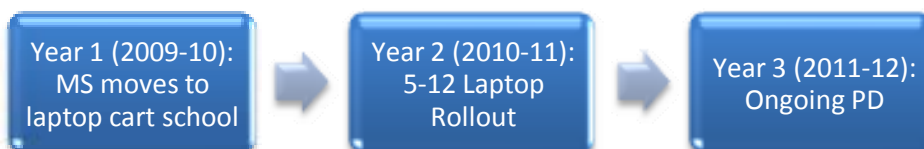
Goal: HKIS is a 1:1 school in grades 5-12 within two years as a component of the larger strategy to enable anytime-anywhere access to technology for students and teachers.

Educational Rationale

Ensuring each student in grades 5-12 has a laptop available for use better enables the school to provide an education that prepares students for the world of challenge and change in the 21st century.

- Laptops provide an accessible base technological platform that can enhance instruction and teacher effectiveness.
- “Flattens” the classroom and promotes the concept of teacher as facilitator of learning
- Prepares students for the future by enhancing their digital fluency
- Promotes any/time anywhere learning and a seamless transition between home and school
- Assures equity and access to digital resources
- Enhances student engagement
- Enables personalization of learning

The Plan



In 2009-10 the only major technology change would be transitioning middle school computers to a laptop cart model. In 2010-11 each student in grades 5-12 would be required to bring a laptop of a particular model carrying standard software to school each day. This laptop would be funded either by a mandated purchase, a technology fee or rolled into tuition.

“Bottom line....the laptop has transformed learning and my teaching. Kids love it and believe it inspires their passion to learn. “

*– Michael Lambert @ CISS – Shanghai
– Former Upper Primary Teacher*

The closer your get to 1:1 the more natural using computers in your classrooms is –

Scott Hoffman (former HKIS Teacher @ ASB in Mumbai)

Selection of other 1:1 Laptop Schools:

Hong Kong:

- Canadian International School
- Renaissance College
- South Island School
- Hong Kong Academy
- Discovery Bay

Regional

- Western Academy Beijing
- Taipei American School
- Shanghai American School
- American School of Bombay
- New International School of Bangkok

Professional Development Support Structure

Support from outside consultants, teachers from other schools that have 1:1 will be critical in ensuring powerful use of the computers in instruction. However, for long term sustainability the professional development needs to really come from within. For technology this professional development will be lead by the HKIS Digital Leadership working group comprised of Technology Facilitators, Teacher Librarians as well as a cadre of lead teachers who are advocates and mentors to their colleagues.

It is expected to comprise of:

1. Collaboration in unit review meetings in designing curriculum
2. Pre-term training to support teachers in meeting the minimum expected standard.
3. Pull out intensive training in working groups
4. Time during school-wide professional development days
5. Courses in HKIS Learning Academy
6. After-school training sessions
7. "Teachers Teaching Teachers" opportunities
8. Online video library of best practice
9. Online training videos

